

Principal Effectiveness Questions and Answers

A. Timeline

1. Per the new [Principal Effectiveness Implementation Timeline](#), districts must complete and turn in a final report to the DOE by June 30, 2016. What will the referenced final report for principal effectiveness look like?

Answer: This report will be similar to the Principal Effectiveness System Gap Analysis. The report will include a section to document what occurred in the district during the learning year (2015-16), including lessons learned.

B. Evaluation Protocols

1. Are superintendents who also serve as principals evaluated using the Principal Effectiveness System?

Answer: Individuals serving as both the superintendent and principal/assistant principal roles are not required to be evaluated using the Principal Effectiveness System. They are evaluated per district policy/procedure.

2. Are SPED Directors evaluated if they are not a principal?

Answer: SPED directors are not reported to the DOE for the purpose of principal evaluations. If a principal/assistant principal is also a SPED Director, he/she would be required to be evaluated as a principal. If the SPED director is not a teacher or principal/assistant principal the district may evaluate the SPED Director using the Principal Evaluation Model, but the summative ratings would not be reported to the DOE.

3. How does a SPED director who is also a teacher get evaluated?

Answer: Since the SPED director is a teacher, he or she will be evaluated as a teacher.

4. In the 2016-17 school year when Principal Effectiveness must be implemented by all districts, does a 5th year principal need to be evaluated in this school year or could the 2016-17 school year be considered an off year for the principal?

Answer: The 5th year (or beyond) principal only needs to be evaluated every other year. If the principal is not evaluated 2016-17, he/she will need to be evaluated in the 2017-18 school year.

5. Do districts evaluate preschool teachers?

Answer: Preschool teachers are not included in the definition of a teacher. Whether to evaluate preschool teachers is a district decision. These evaluations should not be reported for teacher evaluations.

6. May principals continue to evaluate their assistant principals using this model or do the superintendents have to evaluate the assistant principals as well?

Answer: Principals may continue to evaluate assistant principals. This is a district decision.

C. Reporting

1. **Principal Effectiveness Summative Ratings will be uploaded to the DOE through the PRF in an aggregate format during the fall 2017 collection. How will the format appear in the report?**

Answer: The final version of the reporting form has not been developed by the Department of Education. Below is a draft version of what may be collected. Principal Effectiveness Summative Ratings will most likely be located in the Personnel Record Form, but factors such as an n size and who will be able to enter the data is currently being discussed.

Total Number of Principals and Assistant Principals	Total number of Principals/Assistant Principals Evaluated	Total number of Principals/Assistant Principals with a rating of Meets Expectations	Total number of Principals/Assistant Principals with a rating of Exceeds Expectations	Total number of Principals/Assistant Principals with a rating of Below Expectations	Total number of times Professional Judgment is used

2. **What if a school clerical staff complete and submit the PRF? Should clerical staff know principals' summative ratings?**

Answer: The SD DOE is discussing this question and identifying options so that only evaluators would be able to report the principal effectiveness ratings.

3. **What if there is only one principal?**

Answer: DOE is currently discussing n sizes so principals' summative ratings are not identifiable.

4. **How are principal effectiveness scores reported to the public?**

Answer: The DOE does not plan to include information regarding teacher effectiveness or principal effectiveness on the district or school report cards. DOE will report aggregate data on the state report card.

5. **Will teacher or principal effectiveness data be on the report card?**

Answer: Only state-level aggregate data will appear on the state report card. No teacher or principal effectiveness data will appear on district or school level report cards.

6. **Are artifacts uploaded into the PRF?**

Answer: No. There is no way to upload artifacts into the PRF. The DOE is looking into adding the principal effectiveness evaluation forms into Teachscape so districts can have a workflow process for principal evaluation, including the ability to upload artifacts.

D. Professional Practices

1. Is it possible to include teachers' input in principal professional practice ratings?

Answer: Valid teacher surveys are a good source of feedback for administrators. Surveys are mentioned in the Principal Evaluation Handbook; however, they are not a requirement. If a district would like to include teacher surveys as a measurement for evaluation they may use surveys as an artifact for professional practices.

2. How was the domain weightings established?

Answer: The weightings were recommended by the initial workgroup and were maintained throughout the CTL subcommittee's work in addition to feedback from the pilots. Districts may decide to change the domain weights based upon needs and priorities of the district.

3. How were the rubrics for each component in the six domains created?

Answer: The state's Regional Educational Lab (RMC and Marzano Research) used research from the principal workgroup to create the rubrics. The principal evaluation workgroup and CTL subcommittee then vetted and approved the rubrics. They have been updated slightly based on feedback from the pilots.

4. How are districts supposed to make all of their effectiveness commitments in the first month of the school year, including identifying which components will be used for evaluations? This question was framed in the context of the new Principal Effectiveness Timeline: SY 2016-2017-Implementation of the Principal and Teacher Effectiveness Systems.

Answer: Districts should determine prior to the beginning of the school year, or within the first month, the method they will use to identify the components for evaluations. The new Gap Analysis Form will ask the district to identify the process by which components will be selected and not the actual components that will be used. Components selected would be reported at the conclusion of the school year.

5. If a district submitted a Gap Analysis plan for the Teacher Effectiveness work and identified 5 components from the framework on which to focus, are these components set in stone OR may a district be flexible in which components are focused upon for each individual teacher? The idea of flexibility makes excellent sense so the principal / evaluator can work with teachers on their strengths and areas for growth that are individually identified and apply to their specific needs.

Answer: This is a district decision. The minimum requirement will include at least one component from each of the four domains. Some district administrators have chosen to select all components that will be used for all teachers. Other districts are choosing a set number of the components and allow the teachers to select additional components. There are many different ways districts can select the components and the DOE offers flexibility so districts can choose what works best for their district. This is also true for principal evaluation. In this case the requirement is at least one component from each of the six domains.

E. School Growth and SLOs

1. Are there any districts that are not using SLO's as a measure for showing student growth?

Answer: There have not been any requests by districts to crosswalk SLOs to another method of measuring student growth. If districts would like to use a different measure they will need to complete and submit the Teacher or Principal Crosswalk to the DOE by January 31st prior to the year it will go into effect.

2. Why are the principal student growth attainment percentages more stringent than the teacher student growth attainment percentages?

Answer: The Commission on Teaching and Learning (CTL) determined the percentages for the teacher SLOs based on research and lengthy discussions to identify what is attainable, fair and realistic. The CTL sub-committee for principal evaluation reviewed the percentages required for teachers and felt the principal student growth attainment percentages should be higher, reflecting the importance of instructional leadership.

3. May the weights of Student Growth be changed without going through a crosswalk?

Example: May districts change the weight of SLOs to be 85% and SPI or AMO 15% for lower elementary staff?

Answer: School Growth rating is defined as a rating based upon:

(a) The percentage of teachers under the principal's or assistant principal's supervision attaining expected or high student growth ratings on the teachers' evaluations pursuant to article 24:57 unless the department approves another method; and

(b) The school's SPI key indicator scores referenced in chapter 24:55:02, the school's academic progress goal referenced in chapter 24:55:05, or some combination thereof, with the items referenced in this subdivision being at least twenty-five percent of the total school growth rating;

The rules state that AMOs and SPI **must** be a minimum of 25% and cannot be changed through the crosswalk process. A crosswalk can be completed for the other 75% of the school growth rating.

4. Do districts set the AMO and/or SPI growth goal that is part of the Principal Effectiveness model?

Answer: A principal and his/her evaluator should work together to set the AMO or SPI growth goal. The minimum requirements stipulate that SPI and/or AMO must be a minimum of 25% of the student growth rating. If the principal/assistant principal works in collaboration with a school leadership team, the team's input should be considered as well.

The goal, whether AMO based or SPI based, should reflect a measure of meaningful and reasonable growth, but is not necessarily the same goal that is used to determine a school's rating on the Sate Report Card.

5. How do districts set AMO goals for this year? Next year, will AMOs be reset?

Answer: This year schools may use district data to set student growth goals. AMOs will be reset when the 2015 Assessment results are available and schools may use the Smarter Balanced Assessment (SBAC) data to set their student growth goals

6. What if a SPED Director evaluates SPED teachers? Do SPED teachers' SLOs affect the principal's growth rating?

Answer: This is a local decision but the district may consider the following:

- a. Should a principal's student growth be based on SLOs for teachers she/he did not approve?
- b. If the principal is the supervisor for the SPED director should part of the principal's responsibility include ensuring the SPED director is providing good instructional leadership to the SPED teachers and assisting the teachers appropriately with the SLOs?

7. What if a principal evaluates a third of the staff, the assistant principal evaluates another third of the staff, and the two together evaluate the final third of the staff. How would student growth (SLO's) be measured?

Answer: This is a district decision.

8. What about teachers who work in a standalone program? For example, a district has ESL teachers who are evaluated by the assistant superintendent and travel from building to building multiple times a day and are not attached to a specific building or principal. They will write SLO's, but they don't have a principal to whom these would be attached.

Answer: This is a local decision.

9. Scenario: Districts have SPED teachers who are not a teacher of record. The 3rd and 4th grade general education teachers supply all the instruction. The SPED students then go to the resource room or SPED room and get support from the SPED teachers. Does the SPED teacher supplying support write an SLO since the students are part of the general education curriculum?

Answer: Yes, the SPED teacher would need to write an SLO. General education teachers and special education teachers utilize the same criteria for writing SLO's. In this example, the SPED teacher may not be serving as the teacher of record for report card grading but does provide specialized instruction to meet the needs of students identified on the IEP. The SPED teacher needs to write an SLO that addresses what he/she does and a goal to move students forward. The SPED teacher's goal and assessment may look very similar to the goal and assessment of the general education teacher counterpart. The two teachers could also collaborate on the development of their SLO.

10. May students be counted twice on two different SLOs?

Answer: Yes. Students could be part of the general education teacher's SLO and the SPED teacher's SLO. Another example is in the middle school or high school, since every teacher needs to write an SLO, a student could be counted in an SLO for multiple classes.

11. What about teachers who work in a standalone program? For example, a district has ESL teachers who are evaluated by the assistant superintendent and travel from building to building multiple times a day and are not attached to a specific building or principal. They will write SLO's, but they don't have a principal to whom these would be attached.

Answer: This is a local decision.

F. Use of Assessments

1. Will the 2014-15 Smarter Balanced Assessment (SBAC) decide focus/priority schools and AMOs?

Answer: Yes, the 2014-15 SBAC assessment data will be used to help determine Focus and Priority schools and will be the baseline data for schools' AMOs.

2. What is the role of state required standardized assessments (Smarter Balanced, DSTEP Science, NCSC) in SLOs?

Answer: The standardized assessments **must** be used to identify priority content for the SLO in math, ELA, and science. The data will also be used to set AMO and SPI growth goals for the principal's student growth goal.

3. Is the SBAC assessment this year the same as last year?

Answer: This Smarter Balanced assessment will be the same format as the field test administered in 2014. The operational test will be computer-adaptive within the grade level expectations for each grade so that all students in a given grade will be tested over all requirements of the test blueprint.

4. Do districts have to use SBAC to determine priority content? What if teachers use Aims Web to determine priority content and the data is different?

Answer: Teachers in tested grades and subjects must use SBAC results (or D-STEP science results) to determine priority content for their classes (SDAR). Aims Web data (or other local data) may be used in this determination along with the state assessment data.

5. Is it true that Aims Web and SBAC correlate since Pearson owns both?

Answer: No, Pearson has no affiliation with Smarter Balanced.

G. Summative Rating Matrix

1. Districts were told that first year principals were expected to be basic on their professional practice rating. What if first year principals achieve a high growth rating? Why would the evaluator need to use professional judgment in this situation?

Figure 11: Summative Principal Effectiveness Rating Matrix and Performance Categories

		PROFESSIONAL PRACTICE RATING			
		UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
STUDENT GROWTH RATING	HIGH	★	★		
	EXPECTED				
	LOW			★	★
		SUMMATIVE EFFECTIVENESS RATING CATEGORIES			
			EXCEEDS EXPECTATIONS		
			MEETS EXPECTATIONS		
			BELOW EXPECTATIONS		
		★	PROFESSIONAL JUDGMENT AND POLICY REVIEW		

Answer: The areas where judgment can be used are identified in the Summative Rating Matrix. These areas are based on incongruence between the professional practice and student growth ratings. They are only a recommendation and the evaluator does not need to use professional judgment if it is not needed.

H. Training

1. Training participants have asked to get the June training dates out ASAP, since districts already have other trainings and meetings being scheduled for June.

Answer: The DOE will work with the trainers to establish dates. These dates will be determined before the first of the year.

2. Are there any Teachscape trainings besides online trainings?

Answer: Yes, on the Professional Development Menu of Options. DOE is also working with Teachscape to develop some South Dakota specific trainings. In addition, a meeting will be held with Teachscape and representatives from some local districts to provide input on the system and identify any changes that need to be made to make it more user-friendly.

I. Other

1. Will focus/priority evaluations mesh/align with the principal effectiveness evaluations?

Answer: Yes, evaluation requirements for Focus and Priority schools go above and beyond the principal effectiveness evaluations. Artifacts submitted to Indistar for Focus/Priority schools should also serve as artifacts for the PE System. Events/Activities that occur as part of being a Focus/Priority school should also serve as evidence for PE System.

2. Principals would like to add a question to the research survey regarding the percentage of time they spend relative to each domain.

Answer: The 2013-14 research asked which domain principals felt was the most important and critical to being a good principal. A question can be added to the survey which asks the percent of time they spend in each domain.